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JANUARY COVER

The cover photograph shows a group of boys of San Carlos School in rural Panama where the Point IV program is in operation.

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The Human Element

"Education . . . is a social function . . . [It] is more than learning, it is living"

An educated person is one who can live harmoniously and happily with his fellow men. Many times our so-called learned man is said to be uneducated. He is a misfit and an outcast in the society in which he lives. He cannot, despite his learning, adjust to his environment.

This "education for living" involves the human element. Our most beneficial and gratifying schooling comes through close and direct contacts with our teachers, our fellow students, and our society. And it is our teachers who have the greatest responsibility in this education for living. This responsibility carries with it many implications. One which is of greatest importance in successful teaching is the human element. Good teaching involves close associations

with individuals. So the effective teacher himself must be "human"—he enjoys working with human resources.

Too many of our teachers are automatic and systematic. To them, teaching is not adjustment for living but a "hammering in" process of masses of subject matter. They have no consideration for the individual with whom they come in contact; he is secondary, it is the context that is important.

But this type of teaching is contradictory to the laws of nature. Human beings are social beings, and as such want and need close personal relationships in most activities, and in particular, in learning activities. The human element is essential. The good teachers personifies this trait; he puts the individual first. He considers each student as an individual with emotions, interests, abilities and desires.

He respects each pupil and considers his place and role in our society. The good teacher is democratic; the rights and opinions of all are tolerated and respected. The good teacher is co-operative. Group activities are co-operatively planned and conducted. Learning to live comes best through experiences of living with others. The human element is characterized by these intimate contacts and close associations with fellow members of our society.

The feature article in this issue of the *Journal* describes experiences under the Point IV program. The Point IV program is organized for the improvement of rural education in Panama and is administered by the Institute of Inter-American Affairs. The experiences described in this article are clearly illustrative of the effectiveness and significance of the "human element" in education.

CHARLES HARDAWAY
Editor

The *Teachers College Journal* seeks to present competent discussions of professional problems in education, and toward this end restricts its contributing personnel to those of training and experience in the field. The *Journal* does not engage in re-publication practice, in belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are

welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the *Journal* to points of view so expressed. At all times, the *Journal* reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

Point IV Adventure In Panama

John E. Grinnell

Technical Director
Institute of Inter-American Affairs

The accompanying article was written while Dean Grinnell, Dean of Instruction, Indiana State Teachers College, was on leave during the 1950-1951 school year, to assist with the Point IV program.

As usual we slowed up as we neared San Jose school. Julia was watching for us. She waved and started down the newly made walk to the gate. We stopped. "Don't you like the looks of the school house now?" asked Jessie.



I admired the freshly painted exterior, the repaired doors, the new sign that announced the farm products needed for the week's noon luncheon program.

"Yes," I said, "and the parents are just started."

Julia, followed down the walk by Manuel, the other teacher, barely took time to greet us before she told us they needed a few long nails for the ranchito-type kitchen the fathers were building for the school. We got out and went with them into the school yard to look at the hut that was taking shape. Don, Alfonso, and Diana, others of our staff, drove up in the carryall and stopped. Alfonso went to look at the school garden. I stood there in the bright sunlight remembering San Jose school as we first saw it some months earlier. Julia was the only teacher then, and the other school room was filled with cement blocks, broken benches, dust, and pieces of paper. Julia had tried to take care of all the pupils on a

double shift. If we passed as late as 5:30 she would still be there working with the children. We would honk and she would wave through her always open classroom door. She had been eager for our help and it had not taken us long to recognize in her a dedicated spirit. She grew with her school. And young Manuel who had been there about two months was now as proud and as anxious as she to have little San Jose school the best in the Nucleo. So for a few moments I stood in the tropical sun forgetful of its rays.

Don was going over with Manuel the plans and needs for the kitchen and the new latrines. Alfonso was in the garden with some fourth grade boys showing them how to trace and kill the dreaded leaf-cutter ants that appeared to take a perverse delight in devouring the school garden. Julia had moved up into the shade of the porch with our Susan and Thelma to talk about the plan of having mothers take turns preparing sancocho (the national soup) for the children's noon meal. Out in the yard one of the



The old kitchen at San Jose school.

mothers was making a little stick fire to boil water for the powdered skim milk, and in the school building Jessie and Zora were noting the evidences of progress in the instructional materials prepared by the teachers and children.

San Jose is one of fifteen schools in the first "nucleo escolar" (school nucleus) established under the Point IV program for the improvement of rural education in Panama. The Center School of the Nucleus is El Higo, a seven-teacher school along the main road some miles farther west. Several of the other schools are on all-weather roads. A few can be reached only in the dry season and three are accessible only on horseback or afoot. Our staff of technicians, North Americans and Panamanians, had been working since the schools had opened May 1 to bring about such transformations as we were observing that bright tropical morning at San Jose.

The project had come about when the Minister of Education in Panama had asked our embassy if help might be available in a program to improve standards of rural life through the rural schools. For several years technical aid in vocational education had been given to Panama by specialists of the education division of the Institute of Inter-American Affairs. Several well-equipped and ably directed vocational schools had been established and were offering a vocational program fitted to the industrial needs of the country. The schools are part of the broad and deep program of cooperative technical assistance fulfilling the historic Good Neighbor program, encouraging self-help, self-reliance, and self-respect. Also the program is part of one of the most effective substantive contributions of the United States to the free world against Communism.

The immensity of the rural school problem did not intimidate the staff of enthusiasts that were assembled in the early months of 1951. With the help of the best informed educators of Panama, personal observations in many parts of the country, and long sessions with school in-

spectors and officers of the Ministry of Education, the rural school technicians prepared a project agreement which was put in force by the responsible officials for the two governments. The project called for direct work in the rural schools through the "nucleo escolar" type of organization and for assisting the normal school to prepare better teachers for the rural schools.

The rural education staff the August morning we stopped at San Jose with our two cars, a passenger car and a carryall, (a hybrid half truck, half passenger car well designed for country travel) included the technical director (the writer), his Panamanian associate director; a specialist in manual arts and agriculture from California, and a distinguished Panamanian agriculturist; an Elementary school specialist from Minnesota, and two of the ablest young elementary school experts in Panama; a Panamanian artist and handicraft's expert; and a Home Life pair, one from the red clay hills of Alabama and the other from a mountain village in Panama. The Panamanian associates without exception were able and enthusiastic and swept our North American group along in their sympathetic perception of the problems that faced the rural teachers, the pupils, and the farmers.

After the children of San Jose school had had their morning milk Don and Alfonso in the Carryall, or Camioneta as the Panamanians called



A teacher tests the dye at El Higo.



The new kitchen built by the fathers.

it, rolled on to El Higo, Don to work with the community men on plans for the new building to house a lunchroom, manual arts and agriculture workshops and a community meeting place, and Alfonso to show the sixth grade teachers how to transplant from the seed and how to trellis the tomatoes. Diana went along to work with Eustoquia and Maria and their pupils on the new loom she had assembled and, as usual, she would experiment with native dyes. She would have pots boiling with leaves or bark or plants in them. The pupils and teachers loved to stir the mixture and test the dye with natural straw or cotton. They are as excited as she when they find a new fast dye. We tell Diana that she has boiled everything in Panama but the sunsets. She laughs merrily, but after all no one in Panama knows more than she does about native straws, woods, clays, paints and dyes and the ancient Indian arts and crafts.

The rest of us took the little side road winding back to Las Lajas.

The Las Lajas school building is a straw-thatched adobe hut with small windows and low doors. It stands in the middle of a farmer's yard. But it won't be long before the community has a suitable school house. With their own hands the parents will build it. They will build it of cement blocks the school children have made in home-made forms. They will erect it on land one of them gave for the school.

Many years will slip by before my memory dims of our little jaunt along the narrow brush-bordered road that morning to see the land where the building will soon stand. Down the middle of the road in front of the Ford strode Senor Martino. It was almost noon. Under the hot sun his muscular torso bare to the waist and gleaming in the sunlight was somehow symbolic of the purpose of these people who had already built a beautiful native kitchen for the school lunch program and were so quick to follow any suggestion we made for the improvement of the community and the schooling of the children. The car inched along. Finally he stepped to the side of the road and with natural dignity pointed through a break in the jungle scrub to a pleasant little knoll. "Alli," he said simply, "eso es."

They had had a fiesta for us at Las Lajas when the kitchen was finished. Thelma and Susan, our Home Life specialists had been very proud of their Las Lajas people. Earlier Thelma had talked to them. She is from the mountains of Veraguas province and she knows the people of the hills and jungles. She had talked about the kind of food the children need to make them stronger and how the parents could help, first by making a good hut kitchen (which she described) and then by sending to school with the children the kind of food the teacher asked for. No money would be needed. The agriculture



Fifth grade girls help with the lunch for a "nucleo" teachers' meeting.



Diana (center rear) shows teacher and pupils how to shape pottery by hand.



Don and Alfonso show teachers how to transplant at meeting in Las Uvas.

specialists would teach them how to grow tomatoes and oca and other things. They were already growing sweet potatoes along with their yuca, name, platanos, corn, and rice. And they had chickens. Would they remember to put an extra egg under each setting hen for the sake of the children in the school lunch program? That was Susan's special and though her Spanish was still wobbly she always understood when Thelma was talking about the hens and the eggs.

A little before noon we drove on to Riomar for lunch, a pow wow with the others who would meet us there, and a brief siesta before the afternoon activities. As we sped along the hot road through the beauty of palm and mango with here and there through openings in the trees the breathtaking skyline of the mountains around El Picacho, I felt grateful for the chance that had been ours and for the good things that we could see happening. I thought of the tomatoes at San Carlos. Big and round and more than enough for the school lunch. Tomatoes where, they said, we couldn't grow them in the wet season. I thought of how the children were gaining weight at El Higo and El Espino. Five pounds, eight pounds, thirteen pounds. Soon it would be evident at San Jose and Las Uvas—yes, and LaErmita. I thought of the pottery and the weaving. The children were already making beautiful things at El Higo, and they were constructing little looms at El Espino. And people were coming from all over to see the nucleo schools. That is what we wanted. That is what we needed.

"El Valle wants help," said Victor. "Do you think we can find the time?"

"We'll have to," I said and went on with my thoughts. The children from all the schools were writing for the nucleo newspaper. Their enthusiasm in their little stories of classroom and garden and community project was infectious. The district supervisors were reading the paper and beginning to ask for extra copies. "La

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College Freshmen, Scholarship And Democracy

Harry E. Elder

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What about the scholastic attainments, the personal qualifications the interests, and ambitions of the college freshmen? While about twenty per cent are superior and more than two-thirds are above average in scholarship in high school,



more than twenty-five per cent are clearly average or below. Those who, by their high school records, show that they are capable of doing satisfactory work in college are usually described by their principals

as "keen and alert students craving scholarly work," while such expressions as "unresponsive," "usually indifferent," "dull," "slow," or "average" are applied to the lower group. According to high school principals about 99 per cent of college freshmen are "apparently" or "unquestionable" honest or have "satisfactory intentions" while only one per cent is "sometimes unreliable" or "positively dishonest." This high percentage of honesty and idealism in youth undoubtedly must have been in the mind of former Chancellor Hutchins of the University of Chicago a few years ago when he told a university graduating class that never again would the ideals of the members of the class be as high as at that time. That most persons lose some of their idealism as they pass from youth to middle age is indicative of one of the shortcomings of contemporary civilization.

High school graduates seem better citizens as they leave the public school than they are after a few years of training in the "school of the public." As eighteen-year-olds—still unspoiled by the struggle for self-preservation—91 per cent are "altruistic" and "considerate" of others, 7 per cent are "neutral" in social attitude, only 2 per cent are "self-centered," and none are "anti-social." In the matter of emotional control only 3 per cent tend to be "over emotional" or "apathetic," while 97 per cent are from "usually" to "exceptionally well-balanced."

What we have just said represents what high school principals say about college freshmen. A more balanced picture is obtained by an analysis of what these young men and women tell—either wittingly or unwittingly—about themselves. As to be expected, they report a great deal of activity while in high school. What they are upon high school graduation must include the results of both curriculum and extra-curriculum activity. Granting that they mastered with some degree of satisfaction the subject-matter of the curriculum, what else did they do? The answer to this question is implied in their extensive participation in these varied activities: journalism, literary societies, dramatics, debating clubs, musical programs, athletics, holding offices in class and other organizations, scouting, and church work. Approximately 75 per cent report that they engaged in from

three to ten or more of these activities during their high school careers.

What high school graduates think reveals character as well as what they do. With this thought in mind, what they think about themselves becomes significant. Young men report what they believe to be their major strong points in such expressions as these: "helping others in time of need," "ability to get along with other people," "consideration for others," "willingness to work," and "make friends quite readily." They recognize as their weaknesses: "inability to get acquainted quickly," "bashfulness," "a quick temper," "an inferiority complex," and "lack of patience." Young women are proud of their democratic and friendly spirit, "honesty," "reliability," "ability to adjust to circumstances satisfactorily," "cheerfulness," and "good sportsmanship," while they classify as weaknesses such traits as "stubbornness," "procrastination," "self-consciousness," "lack of confidence and initiative," "unnecessary worry," and "a hot temper." In both strengths and weaknesses it may be significant that in nearly every case the character trait named has a bearing upon the proper relationship with other people; it seems that at this age young people recognize and attempt to further the degree of their integration with the society of which they are a part.

As a further index of the character of college freshmen may be cited what has given them greatest satisfaction. In their own words genuine pleasure has come from such achievements as these: "attainment of the rank of Eagle Scout and being elected president of my class;" "my rank as salutatorian of my class;" "being chosen editor-in-chief of the school paper;" "entering and winning a spelling contest;" "our final bow in a very, very successful senior play;" and "being elected to membership in the National Honor Society." Both sexes appear to get extreme satisfaction from those achievements which bring greatest approval from their fellows.

Another interesting sidelight comes

from knowing what young people would do if they were free to choose any occupation in the world. Because the freshmen included in this survey were entering a teachers college, one would expect their ambitions to run in the direction of teaching as a life work. Although many do report such desires, a large number of the boys wish to be physicians, professional ball-players, business executives, journalists, civil engineers, archaeologists, radio singers, insurance agents, funeral directors, etc., while a sizeable number of the girls aspire to be interpreters, nurses, musicians, world travelers, authors, social workers, etc. Apparently many young people are unable, for financial or other reasons, to prepare for that phase of the world's work which is most attractive to them.

Before proceeding to the second phase of this discussion, let us point out that many of those who come to any college are incapable for one reason or another, of doing the work expected of them and therefore, from the standpoint of the college, are considered failures. Whether these failures may be attributed to lack of interest, native ability, poor health, financial handicaps, or to a combination of many circumstances, and whether few or many fail, the very presence of these unsuccessful students entails a financial expenditure which does not return anything of value to society. Further than that, through the absorption of each instructor's time in counselling with failing students, the presence of those whose inherent abilities foredoom failure causes additional failures on the part of many with the ability to succeed under circumstances more propitious.

For the success of democracy it seems that the development of each individual to the limit of his native endowments is essential. Believing that the value of society is the support and opportunity it gives the individual and that the value of the individual is the contribution he makes to the stability and justice of society, we submit what we think a feasible

program for an intelligent society.

In the first place it seems that an intelligent, successful, and permanent society will offer educational opportunities enabling each individual to secure that preparation best adapted to his own potentialities so that he may serve in the field in which he can do best. Therefore, because each child is the result of a chance combination out of many thousands of possible combinations and genes and because, as a result, no two persons are alike in any given trait, even on the college level education should be adapted to the individual rather than the individual to a static pattern of education. Because this principle has not been followed in the past, many students have failed to achieve expected results from college attendance; having often been misled by popular opinion or prejudice, they have chosen their college upon false premises. Probably many of those who failed should never have attended any college as colleges now exist, and undoubtedly many who have not attended any college, for one reason or another, are the very ones who should have gone to a college provided it was the *right* one for them. This tragic waste of human values—through *misguidance, lack of guidance* and the *financial handicaps* of the individual, and the absence of the right kinds of institutions on the part of society—is appalling and will continue so until we understand the relationship of the individual to society and act in accordance with this relationship.

It seems, also, that an intelligent society would provide its best minds with an education that would enable them to make their greatest possible contributions to the solution of the most critical problems facing society. At the present time, although best minds may spring from any economic level of society, and although a larger percentage of the children of the poor than of the wealthy receive honor grades in college, opportunities for higher education are much more common among the well-to-do. Although during the past decade the

world has suffered enormous hardships and tremendous material and spiritual losses because of a shortage of able minds with the necessary scientific training, we continue to confine many of our best minds to lives of humdrum inconsequentiality. Best minds in the bodies of those who cannot afford to pay the cost of their own education should have their financial handicaps removed at the expense of the public whom they would serve. An intelligent civilization will not sacrifice its best minds through failure to cultivate them.

Finally, if educational opportunities are to be limited in any way, an intelligent society would insist that the facilities of its higher institutions of learning be used primarily for the education of those persons most competent to lead society when leadership is in greatest demand. An intelligent society would understand the reciprocal relation between itself and the individual; it would recognize the destructiveness of an individualism with no reciprocal duties and promote an individualism which would contribute to the general welfare. In the words of Dr. John B. Johnson, formerly of the University of Minnesota, "We have never truly attained democracy in this country, but the growth of science, the improvement of education and the increasing influence of the scholar are at once the evidences and the means of our approach to democracy."

If society wishes to adopt such a program of higher education it will do two things: (1) It will devise and apply an accurate method of discovering "best minds" long before their possessors are ready to enter college. (2) In the second place, society will devise a method of financing "best minds" through the period required to obtain a college education. The N.Y.A. program was a step in the right direction but it gave insufficient aid. If asked how society can afford this financial outlay, the answer is found in the counter question. How can society afford NOT to

(Continued on page 68)

The Pokagon Workshop

Progress Report Number Four, November 4-7, 1951

As a service to teacher education, *The Teachers College Journal* is proud to present the following report of the Pokagon Workshop. Progress report Number Three appears in Vol. XXII, March, 1951 p. 96 ff. The editing committee for this report was composed of Paul Royalty, G. R. Waggoner, and Hanne Hicks.

—EDITOR'S NOTE

INTRODUCTION

The fourth Workshop on Teacher Education in Indiana convened on Sunday, November 4, 1951, at Pokagon State Park, which is located on Lake James near Angola, Indiana. The meetings continued through Wednesday, November 7. Previous workshops had been held at McCormicks Creek Park in March, 1949; at McCormick's Creek Park in November, 1949; and at Pokagon State Park in November, 1950.

Previous to the meeting a steering committee¹ had been cooperatively appointed by the executive committees of the Indiana Directors of Student Teachers and Student Advisers and the Indiana Unit of the Association for Student Teaching.

Participants in the Workshop represented colleges and universities in Indiana that conduct programs of teacher education, public schools, the Indiana State Teachers Association Committee on Teacher Education and Professional Standards, the State Licensing and Teacher Training Commission, and the Office of State Superintendent of Public Instruction. Dr. B. L. Dodds, Director of the Divi-

¹This steering committee was made up of the following persons: Murial McFarland (Chairman), John Best, Walter Pax, Graham Pogue, Don M. Sharpe, Helen Sornson, and Shirley H. Engle.

sion of Education and Applied Psychology, Purdue University, served as moderator of the Workshop.

At the workshop held the preceding year the participants had identified several problems of teacher education in Indiana that appeared to need study by a statewide group. The Steering Committee solicited additional problems by means of letters to the participants prior to the date of meeting. During the first session of the Workshop these problems were further defined and grouped under four main topics. Each participant selected the topic of his choice and joined with those of a similar interest for two and one-half days of discussion and study. The four groups thus formed were:

- (1) Moral and Spiritual Values in Teacher Education
- (2) Curriculum in Teacher Education
- (3) Provisions for Professional Laboratory Experiences
- (4) Certification Problems

Time was provided for special interest discussion groups to consider other topics not related to those treated by the study groups.

In view of the nature and purpose of the Workshop, participants agreed that no problems were or could be finally resolved and that unanimity of opinion would not be reached. It was pointed out by the general chairman that the two greatest values would probably be (1) the challenge and instruction of participants in open discussion and (2) the formation and preservation of opinions and plans which may be made available to groups and officials whose responsibility it is to create standards and legislation on behalf of teacher education.

The reports which follow of necessity cannot represent all of the dis-

cussion of the respective committees. They are summaries of both discussion and conclusions; and some statements, removed from context, may seem irrelevant. Only such changes as were necessary to obtain some consistency of form have been made in the reports as originally submitted.

REPORT OF COMMITTEE I ON MORAL AND SPIRITUAL VALUES

A. Field of Consideration:

The outcome of learning are frequently divided into three areas: knowledge, skills, and attitudes. Our present problem is concerned chiefly with the development of desirable attitudes. Many persons feel that the teaching of skills and of knowledge presents fewer and less delicate problems than that of achieving in the student wholesome attitudes. In terms of teaching techniques and teacher preparation, the problem of achieving in students a strong consciousness of the values upon which they act is a very great one.

Although these three areas of learning are interrelated, it is possible for us to focus our attention upon a single area. Among the qualities possessed by good teachers, there must be concern for moral and spiritual values; in this respect a good teacher might be defined as a "humane" teacher, one who knows and sympathizes with the highest ideals of our western civilization.

The evaluation of the effectiveness of a program designed to promote the development of desirable attitudes must be made in terms of behavior.

B. Exploration and Development:

I. In defining terms, the group agreed that it would use such terms as tastes, appreciations, attitudes, and ideals more or less interchangeably with the phrase "moral and spiritual values." In various ways these terms imply or have an overlapping relationship with one's consciousness of moral and spiritual values.

II. Issues Identified during the Exploration Period:

1. Are moral values different

from spiritual values; i.e. can a person lead a good moral life without leading a good spiritual life?

2. How can acceptable behavior be secured on the part of those who already know right from wrong?

3. Can spiritual values be crystallized into such categories as faiths, works, and worship?

4. While it is recognized that good examples set by teachers are in themselves a powerful influence, can this influence be expanded through curricular activities?

5. Can a consciousness of moral and spiritual values be achieved by a teaching approach aimed directly at this end, or can this outcome, like happiness, be better obtained as a by-product of activities directed toward other and more concrete educational goals?

6. Is the development of desirable attitudes primarily the responsibility of the professional phase of a teacher's training, or must they be primarily developed during the general education phase of the program?

7. Is the best approach to the development of wholesome attitudes and values afforded by an analysis of contemporary problems with their moral and spiritual implications, or is the best approach one of historical study of great issues on the assumption that problems of value do not change greatly in their basic structure?

III. Attitudes chosen for special consideration:

Feeling that it would be an unwise use of its limited time, the committee agreed that it would not attempt to formulate in words a complete set of basic values upon which all its members could agree. Assuming that such a complete statement could be made, the committee felt that it might better, however, select one or two values upon which all would immediately agree, and then devote its remaining time to a consideration of the means by which a consciousness of these values might be achieved in our teacher training program.

Two values upon which agreement was almost immediate were:

1. Respect for the personal worth of the individual.

2. Concern for truth.

IV. Suggestion for implementing our teacher education program in order to achieve these values.

Although the close relationship between the two values chosen was recognized, the committee decided further to confine its discussion to the concern for truth.

1. Development of a concern for truth should be one of the direct outcomes of the general education program. Equally important steps, however, need to be taken throughout the professional portion of the prospective teacher's program.

2. It is probable that the teaching methods used by teachers, whether in the general education or the professional training program, have a direct bearing upon the development of this value in the student. It was suggested that the method described by Kantor in the *Dynamics for Learning* may have qualities which promote this ideal more effectively than have some of the traditional classroom approaches. Some members of the committee, however, doubted that Kantor's "group dynamics" approach was applicable to certain types of courses of instruction, and other members emphasized the likelihood of many students' developing or reorganizing their patterns of values on their own, independent of group dynamics.

V. In order to further the development of teachers who are intellectually and morally adequate to their tasks, suggestions were offered in regard to both curricular and co-curricular activities.

1. Curricular activities.

In a general education program for teachers the trend away from mere "information teaching" and rigid departmentalization should be continued. Teacher training curricula should be planned in such a way that the prospective teacher will become aware that a consciousness of desir-

able moral and spiritual values in an incidental but not an accidental product of all types of courses. In one sense of the word, the problem is simply one of the student's becoming aware of the meaning of the material he studies—not merely vocationally and intellectually, but also ethically.

It is encouraging to note that the prospective teacher's professional program is placing more and more emphasis on the role of the public school in our society. Not only are prospective teachers being encouraged to concern themselves with a democratic solution of school and community problems, but also to become cognizant of the school's role in teaching the basic value commitments of a democratic society. This development should be encouraged.

2. Co-curricular activities:

All members of the committee were agreed that great stress should be placed upon the importance of stimulating the prospective teacher to analyze educational forces outside the classroom, especially the press, radio, family, and vocational groups. Areas affording many opportunities for help in this phase of the program include student organizations, guidance programs, social activities, and life in the resident units.

VI. In the analysis of a program from the point of view of its effect upon the student's concern for moral and spiritual values, a scientific and a socio-scientific approach is important; but, outside the scope and range of these disciplines, a perhaps more important contribution is made by the arts and the humanities in general. There is an element of emotion involved in one's holding of an attitude—in his concern for values or a particular value. Since it is the nature of the arts that they communicate emotions and states of mind—organizations of attitudes—concretely and subjectively rather than abstractly and objectively in the manner of science, special emphasis must be placed upon these fields in the training of prospective teachers.

REPORT OF COMMITTEE II ON THE
CURRICULUM IN TEACHER EDUCATION

The special committee on the Curriculum in Teacher Education discussed chiefly two major topics: The General Education Program and Common Elements in Elementary and Secondary Education. Briefly discussed were changes in sequence of professional offerings and the fifth year program. The latter item drew the attention of several members of other committees resulting in an enlarged committee meeting as a special interest group.

A. The General Education Program.

The committee felt that there is no generally accepted philosophy regarding general education, no generally accepted teaching practice, and no bodies of curriculum materials making up the general education program in Indiana teacher training institutions. The following principles are submitted as bases on which such a program may be built:

1. General education must be consistent with the best developing conception of democratic living.

2. General education is for all.

3. Provision should be made for individual differences:

4. General education should be aimed at the development of the whole person: his competencies, social attitudes, personality, character.

5. General education should be continuing, not limited to the first, or first and second years. The committee, however, recognizes that general education is a process which does not wait until formal schooling begins. It begins in the pre-school period and does not cease after formal schooling has been completed.

6. Subject matter is important and teaching and learning activities should be consistent with the soundest principles which psychology, philosophy, and research can devise.

The committee also endorses the following statements in reference to the field of general education in teacher training:

1. Learning is greatly a matter

of growth and maturation and these are predicated upon time and experience.

2. An important element of good teaching is the successful delegation of responsibility and an important element of learning is the successful assumption of responsibility. Accordingly, a variety of participation experiences should be provided throughout four or more years as a part of general education for prospective teachers.

3. The general education instructor should be particularly versatile in scholarship and well rounded in educational philosophy with particular ability in applying the most approved methods of instruction pertinent to the students and materials taught. Colleges should provide in-service training for the general education instructor.

4. Colleges, individually and in cooperative study, should experiment to determine the areas, materials, and activities which should make up the general education program.

B. Common Elements in Elementary and Secondary Education.

In opening the discussion of this problem the members of the committee were faced with the dilemma of conciliating the ideal with the practical—the upholding and raising of standards with the recurring problem of adequate teaching personnel. The conclusion is inescapable that there is and will continue to be an imbalance between the supply of and demand for secondary and elementary teachers, a condition that has resulted in conversion certificates without adequate training on the part of the prospective teacher.

For the training of all teachers, the committee suggests the extension of a common learnings program. The committee recognizes the advisability of instructing both elementary and secondary prospective teachers in the following areas:

1. Human growth and development.

2. Orientation to the teaching profession.

3. School and society.

4. Philosophy of education and its ethical implications.

5. School organization.

In providing for individual differences and particular professional emphasis, there should be differential assignments and coordinated class discussion. There should no doubt be some differences in such areas as:

1. Teaching and learning process.

2. Certain phases of laboratory experiences.

3. Certain teaching techniques applicable to given age groups in various subject areas.

C. The following program was presented by a member of the committee as a device for relieving teacher shortages in both the elementary and the secondary field and as an aid in integrating the common elements in the professional education of potential teachers in the upper grades and the junior high school.

- I. A limited joint curriculum training upper grades and junior high-school teachers (Grades V, VI, VII, VIII, IX) might be devised for a group of selected students in teacher training without sacrifice of efficiency in training:

1. With two restricted majors selected from the more prominent areas.

2. With laboratory experience in actual teaching divided between the upper grades and the junior high-school level.

3. With special subject matter methods in the elementary fields (minimum of 16 grade hours in English, Arithmetic, Social Studies and General Science).

4. With other professional education training divided in the best feasible manner.

- II. After several years teaching experience, graduates on this curriculum could easily qualify through proper selection of graduate work, without loss of credit, as a master elementary teacher or as a master secondary teacher in one of the restricted major subject matter areas.

A lengthy discussion of this pro-

gram did not end in a wholehearted agreement among the members of the group, but was incorporated in this report in order to stimulate thinking.

D. Sequence of Professional Courses.

The committee is not convinced that there is one best way in which the sequence of offerings should be organized. Continuing research and experimentation will aid in clarifying these issues. The committee urges an increasing number of such studies.

E. The Fifth Year Program.

The following conclusions and recommendations are offered by both the enlarged and the original committees.

1. The fifth year has become essentially a requirement for all Indiana teachers.

2. Most persons seeking the fifth year will have had some teaching experiences.

3. Too many advanced degrees have been earned in professional course work, particularly in administration and supervision.

4. The elementary teacher has been largely forgotten in the graduate offerings.

5. There is an increasingly great demand for the master subject matter teacher and the master elementary teacher.

6. The exigency of the situation and the needs of teachers, as a group and individually, would seem to demand that new graduate curricula and new graduate courses leading to the master's degree be devised.

REPORT OF COMMITTEE III ON PROVISION OF PROFESSIONAL LABORATORY EXPERIENCES

A. Major Problems and Issues.

1. What plans are in use for the utilization of professional laboratory experiences? What is being done to guard against "anti-intellectualism" in the operation of these programs?

2. What cooperative practices have been used in enlisting the assistance of the public schools and community in the program of professional laboratory experiences? What results have been obtained? Should such practices be extended?

3. What have we learned concern-

ing the advantages and limitations of off-campus student teaching? How are the limitations being overcome? What should be done to further reduce these limitations?

4. What financial problems are arising in connection with student teaching programs? What should be done about them?

5. Shall we have a sufficient supply of qualified supervising teachers next year? If not, what steps should be taken to alleviate the situation?

6. What are desirable professional laboratory experiences?

7. How shall the program of professional laboratory experiences be organized and administered?

8. What are our recommendations regarding standards for accrediting colleges for elementary education?

B. Desirable Laboratory Experiences.

1. Desirable laboratory experiences are those which result in:

a. Understanding child growth and development.

b. Understanding the social order.

c. The development of effective teaching techniques.

d. Comprehending human behavior.

2. Criteria for desirable laboratory experiences as stated in "The Implications of a Voluntary Service Program for the Improvement of Teacher Education"—an unpublished dissertation, Ohio State University, are:

a. Does the experience extend or broaden the individual's personal interests in a content of social responsibility?

b. Is the experience relevant to the tasks expected of a teacher in these times?

(1) Does it provide opportunity to teach children, youth, and adults?

(2) Does it enable the participants to become active in a community?

(3) Does it help the participant to understand human growth and development?

(4) Does it provide opportunity to participate in friendly ways in group activities involving intercultural relations?

c. Is the experience in itself a

demonstration of good educational method?

(1) Is the guidance such as to enable the participant to perform his task intelligently?

(2) Are the working relationships of the kind which the participant hopes to help create when he teaches?

(c.) Does the experience strengthen the individual's concern to serve people even at some sacrifice of material well-being?

Underlying all this is the realization that professional laboratory experiences have the most intimate relationship to all social problems and living.

C. Recommendation Regarding Standards for Accrediting Colleges for Elementary Education.

The group on Professional Laboratory Experiences approves the intent and spirit of Standard VI of the A.A.C.T.E. pertaining to professional laboratory experiences. This group does not favor a rigid quantitative application of this or similar standards for purposes of accrediting this phase of the teacher education program in Indiana. This group believes that standards should be used as goals toward which teacher education institutions in Indiana should strive. The accreditation of an institution should be based on evidences of constant progress toward the attainment of these goals.

D. Recommendations Regarding the Provision of Professional Laboratory Experiences.

The Committee on Professional Laboratory Experiences assumes that our program for professional laboratory experiences will be expanded. This expansion will necessitate increased use of schools and other community agencies. The following principles concerning school-community relations should be observed:

1. The state is a vast potential of resources for professional laboratory experiences. These resources must be used wisely by each institution if they are to remain available.

2. Programs of professional laboratory experiences should be coopera-

tively planned by classroom teachers, administrators, and institutional representatives.

3. While institutional individuality should be preserved, there is a need for greater uniformity regarding such items as:

a. Financial agreements.

b. Institutional supervision and administration of professional laboratory experiences.

E. Recommendations Regarding the Maintaining of a Sufficient Supply of Qualified Supervising Teachers.

The group of Provision of Professional Laboratory Experiences approves the development of progressively higher certification standards for supervising teachers in Indiana. They wish to commend the Teacher Training and Licensing Commission for its work in maintaining high standards of certification for supervising teachers and they approve the principles of the requirement that all supervising teachers have at least a Master's degree and a minimum of five years of teaching experience.

However, based upon reports of persons who select supervising teachers, there is evidence that there will be an acute shortage of *available* and *qualified* supervising teachers who will meet these requirements by September 1, 1952, especially in the fields of art, music, health and physical education, agriculture, home economics, and the elementary grades. They feel that the impending shortage of available qualified supervising teachers is so acute that it will seriously disrupt the effectiveness of student teaching programs in the state if the regulation requiring a Master's degree and five years experience is arbitrarily enforced on September 1, 1952, without further study.

They therefore recommend that immediate and long-range studies be undertaken by the committee on Teacher Education and Professional Standards of the Indiana State Teachers Association to determine the supply of qualified and available supervising teachers in the light of the demands.

REPORT OF COMMITTEE IV ON CERTIFICATION PROBLEMS

A. Standards for Approval of Institutions for the Preparation of Elementary Teachers.

I. The welfare of the nation requires that provisions be made for teachers qualified to meet the educational needs of children and youth, and for the protection of these children and youth against unqualified, and undesirable candidates for the teaching profession.

II. Education being one of those areas left by the Constitution to the determination of the individual states, the responsibility for the approval of institutions for the preparation of teachers rests with the state authority. In Indiana this authority is legally vested in the Commission of Teaching Training and Licensing of the State Board of Education.

III. In accordance with stated policy (See Bulletin 192, page 62), accreditation by the Indiana Commission on Teacher Training and Licensing is granted to college and universities in Indiana on a permanent or an annual basis dependent upon the extent to which "adequate provision" for teacher education is achieved.

"Adequate provision" should include ability to qualify for membership in the regional or national accrediting agency, a statement of institutional objectives—including teacher education objectives—appropriate curriculums, adequate personnel (both with respect to numbers and training), and suitable facilities.

IV. The purpose of college education may be stated as follows: to develop better persons, better citizens, and better professional workers.

It may be assumed that accredited institutions of higher education meet standards for the first two areas; consequently, the Commission on Teacher Training and Licensing will appraise an institution wishing to educate teachers more particularly on its professional teacher education program.

V. While each institution should be encouraged to develop its own pro-

gram and procedures in accord with its objectives and the needs of teachers in the schools and communities they serve, there are certain characteristics which are desirable of development in all teachers. Therefore it will be the responsibility of institutions preparing teachers to develop individuals who possess certain recognized attributes of the competent teacher, namely, one who:*

1. Is guided in all his thinking and doing by democratic concepts based upon profound respect for the dignity of the individual.

2. Maintains himself in a state of maximum efficiency and promotes the health of others.

3. Is familiar with the various approaches of man to both the qualitative and the quantitative aspects of his living.

4. Has developed his personality for harmonious living with himself and with others.

5. Is conscious of the values in his own and other cultures, continually re-examines and interprets them in the light of new conditions and experiences, is able to work understandingly with those of other cultural groups.

6. Participates effectively in school and community affairs and takes a vigorous interest in state and national problems.

7. Has intellectual vigor; has an inquiring mind; is well informed and continues to keep abreast of social and economic information; sees the relevancy of knowledge and applies his knowledge to specific situations.

8. Has a continuing mastery of subject matter in a subject area and insight into its basic assumptions; has facility in interpreting content to students in terms of their experiences.

9. Has adequate facility in communication.

10. Has a thorough knowledge of all relevant aspects of human growth and development and uses his knowledge to create and foster appropriate learning situations.

*These items are adapted from an earlier workshop report.

11. Uses the school as one of several agencies for the progressive improvement of man.

VI. Institutions which prepare teachers for the elementary schools have the additional responsibility of helping prospective teachers acquire the following characteristics:

1. Love for children, patience and sympathetic understanding.

2. Ability to promote good parent-teacher relations.

3. Alertness to opportunities for cooperation with the home and other agencies in the care, guidance and development of children.

4. Information regarding present-day events and a continuing interest in broad areas of general education.

5. Acquaintance with the instruments and techniques appropriate for the evaluation of child growth and development.

6. Ability to contribute to the development and maintenance of emotional stability in children.

B. Check List for the Evaluation of Institutions Preparing for the Elementary Schools.

1. Name of Institution?

2. In what national and/or regional associations does the institution hold membership?

3. If the institution is not now a member of a national or regional accrediting agency, what evidence can it furnish regarding its qualifications for the preparation of elementary teachers?

4. For what different types of professional positions in the field of education does the institution prepare its students?

5. Is there a statement of purposes and objectives for the institution as a whole?

6. Is there a statement of objectives for the teacher education program?

7. How were these statements formulated and adopted?

8. Does the institution carry on a program for the evaluation of its objectives in teacher education?

9. What are the requirements for admission to the college or university?

10. Does the institution have special requirements for admission to the

curriculum for the preparation of elementary teachers?

11. Does the institution ascertain the physical and moral fitness of candidates for the teaching profession?

12. Does the institution determine whether candidates for the teaching profession have acceptable speech habits and skills and are free from speech defects?

13. What is the position of the person immediately responsible for the administration of the teacher education program? (A chart of administrative organization showing the relation of the teacher education program to the total institutional program should be submitted.)

14. In relation to the total institutional program, the department of division of education:

a. Receives its fair share of the budget? Yes-No.

b. Has adequate facilities. Yes-No.

c. Is fairly represented in institutional policy making groups. Yes-No.

d. Obtains full cooperation with subject matter divisions. Yes-No.

e. Receives adequate help from various institution-wide services such as the library, research bureau, placement office, and public relations. Yes-No.

f. Cooperates fully with other units of the institution. Yes-No.

15. What means are used to help faculty members understand and participate in policies related to the teacher education program?

16. What procedures are used to inform students regarding policies and practices and requirements in the teacher education program?

17. To what extent do students participate in the formulation of educational policies?

18. What are the requirements for the bachelor's degree for those completing the curriculum for elementary teachers?

19. What amount of the work required for graduation may be taken in extension classes and/or correspondence courses?

20. What evidence is available to

show that the following are consistent with the stated objective of the institution:

a. Curriculum.

b. Personnel.

c. Facilities.

C. The Curriculum in Elementary Education.

I. General Education.

1. General Education Courses should be of such a nature as to meet the common needs of both elementary and secondary teachers.

2. Such general education courses should give the student a broad background for world citizenship. These courses should be differentiated from courses planned for specialization in the field.

3. Some provision should be made for individual differences.

a. Courses to meet individual personal needs.

b. Study in fields of personal interest.

4. The first two years should stress the common core of preparation for both elementary and secondary teachers. This should be true for both the General Education courses and the early professional courses.

5. General Education should be particularly stressed during the first two years but should be continued at every level of education.

II. Teaching Fields.

1. The courses in general education which are needed by all citizens will constitute much of the teaching field;—broad fields of English; Art; Music; general science, including health and personal hygiene; human geography, mathematics, social studies, which should include conservation of human and natural resources and home and community living.

III. Professional Education includes special knowledge and skills needed by elementary teachers as they direct the learning of children in a democracy. The student should be helped to continue growth in the following phases of professional growth:

1. An orientation into education and teaching which will give the student the basis for wise professional

choices and give him a professional background for his professional education.

2. Psychological growth and development from infancy through maturity.*

3. A view of the problems of education as they have developed from the past to the present, upon which foundation may be based a developing philosophy of education.

4. An understanding of the role of the teacher as a leader in community life and the relationship between school and community.

5. Development of an understanding of the complete school program by means of participation in the various phases of school life, such participation to begin in the freshman year and continue through the period of education.

6. Provision should be made for functional experiences in professional organizations and the development of ability to interpret the professional literature of education.

IV. Professionalized Subject Matter.

1. Language, arts, social studies, science and mathematics should be studied from the point of view of their use with children. Materials, methods of teaching, and ways of learning should be stressed.

2. The functional use of knowledge and skills should be stressed.

V. ELECTIVES should include additional courses which will provide for individual differences, such as personal needs and interests.

D. Preparation of Faculty for Training Elementary Teachers.

Faculty members of a college for teacher education have special responsibilities beyond the possession of scholarly attainment and a high degree of competency in their special areas of professional service. It has been agreed upon by a large majority of the committee members that the person well qualified to teach in a college for teacher education:*

1. Is emotionally stable and mature.

*Items 1 through 13 taken from bulletin on accrediting by the A.A.C.T.E.

2. Reflects high ideals through his behavior.

3. Holds fair-minded attitudes on controversial issues.

4. Shows an active interest in continued professional growth.

5. Regards himself as primarily a college teacher.

6. Takes a broad (rather than departmental) view of educational problems.

7. Is friendly, democratic, tolerant, and helpful in his relations with students.

8. Has an infectious enthusiasm for teaching that inspires students to want to teach.

9. Has demonstrated skill in methods of instruction appropriate to his field.

10. Leads students to take responsibility for planning and checking their own progress.

11. Inspires students to think for themselves and to express their own ideas sincerely.

12. Organizes materials and prepares carefully for each meeting with a class.

13. Understands the problems most often met by college students.

The following shall be necessary to those engaged in teaching professionalized subject matter to elementary trainees:

1. Faculty members should hold a master's degree or its equivalent.

2. Not less than 50 per cent of faculty should hold Doctor's degree or equivalent.

3. Faculty members must hold a valid, elementary Indiana Certificate or its equivalent from another state and have three years teaching experience at the elementary level. Both must be recorded in the administrative office of the institution.

4. For permanent accreditation the head professor shall hold a Doctor's degree in the area of specialization. For annual accreditation two years of graduate work in the elementary area are required.

5. All faculty members should be interested in and in sympathy with elementary teacher education.

6. Faculty members should ac-

quaint themselves with field practices through participation and visitations.

REPORT OF THE EVALUATION COMMITTEE

I. Preliminary Remarks.

A. Committee on Evaluation was composed of two representatives of each main work group.

B. The committee did not judge that it should make any evaluation of the reports presented by the various discussion groups. This conclusion was reached mainly because there was really no time to react to these reports.

II. Report on this Workshop.

A. Sincere and full commendation of the work done by all connected with the project should be made. Special thanks are due to the members of the Steering Committee, the various chairmen, the recorders, the secretary, and the entertainment committee. Particular citation should be made of the excellent leadership shown by Muriel McFarland, chairman of the Steering Committee, and B. L. Dodds, Director of the workshop.

B. Commendation should be given to all the groups for the excellent spirit of honest inquiry, of good fellowship, and of respect for human personality that were displayed by all. The spirit of cooperation and the feeling of belonging were fully achieved.

C. Committee members were impressed by the level of thinking and the depth of perception obtained in the discussions.

D. The high and fruitful level of thinking and discussion that was attained was facilitated by the pre-planning in the use of the "Problem-maire" and the selection of reading materials.

E. The problems for the groups may have been in some instances too large and too complex for the time that was available, or the issues may not have been as sharply defined as they might have been.

F. Communication between and among the groups was difficult perhaps because of little provision for

general meetings where reporting could have been made to the work groups.

III. Recommendations.

A. The committee suggests that for future Workshops the Steering Committee give thought to the possibility of more detailed pre-planning, recognizing the dangers, however, of too detailed pre-planning. For experimental purposes it is suggested that group leaders be chosen and major committees be formed well in advance and that members be listed early in the work groups. Also it is suggested that a central theme or issue be selected to run throughout the Workshop.

B. In order to widen the experience brought to the workshops and further to disseminate the ideas developed, it is suggested: (1) that effort be made to bring more classroom teachers into the workshops, and (2) that participants be encouraged to share their experiences as widely as possible on their respective campuses.

C. We believe that we cannot make an evaluation of the workshop for everyone; but we urge all to make their own evaluation and to communicate any suggestions, impressions, and convictions to the Steering Committee.

ROSTER POKAGON WORKSHOP

November 4-7, 1951

The code following each name indicates membership in the following committees:

1. Committee on Moral and Spiritual Values.
2. Committee on Curriculum in Teacher Education.
3. Committee on Professional Laboratory Experiences.
4. Committee on Certification Problems.
5. Committee on Evaluation.

Allman, H. B. (4), Indiana University; Armacost, R. R. (2), Purdue University; Arnold, Mabel (3), Earlham College; Batchelder, H. T. (3), Indiana University; Best, John W.

(1), Butler University; Book, Howard A. (1), Manchester College; Boomer-shine, Howard (4), Angola Public Schools; Bowman, Earl C. (1), De-Pauw University; Cunningham, Rev. William (1), University of Notre Dame; Dodds, B. L. (3), Purdue University; Edington, Wilberta (2) (5), Evansville College; Sister Edith (2), St. Francis College;

Emens, John R. (4), Ball State Teachers College; Engle, Shirley (2), Indiana University; Eyster, Elvin (1) (5), Indiana University; Sister Francine Ackerman (1), St. Benedict's College; Sister M. Fridian (1), St. Francis College; Fry, Mattie B. (3), Anderson College; Goshorn, Wenona (4), Indiana State Teachers College; Greenleaf, H. H. (4) (5), De-Pauw University; Gross, Wayne (3), University School, Indiana University; Gruenwald, W. L. (2) (5), Ball State Teachers College; Hazelton, Helen (1), Purdue University;

Hicks, Hanne J. (4), Indiana University; Jeep, H. A. (3), Ball State Teachers College; Johnson, Earl A. (4), Ball State Teachers College; Sister Mary C. Kavanaugh (3) (5), St. Benedict's College; Kirkland, Curtis D. (2), Franklin College; Kohlbrenner, Bernard J. (2) (5), University of Notre Dame; Kutz, R. M. (4), Hanover College; Lahti, Taimi (1) (5), High School, Clinton; Law, Roberta (2), Burriss School, Ball State Teachers College; Lawrence, C. G. (3), Marion College; Leasure, Nettie (4), North Manchester College; Lee, Anne (3), Indiana State Teachers College;

Malm, Marguerite (2), Indiana State Teachers College; Martin, Gladys, Marquette Elementary School, South Bend; McFarland, Muriel G. (4), Purdue University; Merkel, Russell S. (3), Indiana Central College; Morehead, Dale (4), High School, Tipton; Pax, Rev. Walter (4), St. Joseph's College; Pogue, Graham (1), Ball State Teachers College; Royalty, Paul (2), Ball State Teachers College; Royer, Mary W. (2) (5), Goshen College; Ryden, E. R. (2), Purdue University; Seehausen, Paul (2), Valparaiso University; Schwartz,

Anthony (4) (5), Butler University; Sharpe, Donald M. (3), Indiana State Teachers College; Shriner, Walter O. (2), Indiana State Teachers College;

Sornson, Helen (2), Ball State Teachers College; Tanruther, Edgar (4), Indiana State Teachers College; Sister Mary Thomas (4), St. Benedict's College; Waggoner, G. R. (1), Indiana University; Warren, Luther (3), Huntington College; Whisler, H. M. (4), State Department of Public Instruction, Indianapolis; Young, Lutie (3), High School, Wabash.

Grinnell - - -

(Continued from page 56)

Luz del Campo." "The Light of the Country." That was a good name for such a paper. Two pupils, miles apart, had handed it in. For the next nucleod day we'd have the best newspaper yet. And we'd have a program that would make the teachers proud. They liked to take part, and they were comparing notes. Cooperation—team consciousness—they were coming to know what it meant.

"Chichivali wants some of the air base materials for a new school," said Victor, "and Josefa says all Las Uvas needs now is material for the roof."

"I'm sure Don will manage it," said I and lapsed again into reverie.

Las Uvas. What a beautiful garden Josefa had! There at Josefa's school is where we should have a meeting of the teachers from the one-teacher schools. She kept the children busy and happy in the classroom and her lunch program was steady and adequate. The community, too, was responsive to her. We must help them get the roof for the lunch room. Yes, Don would take care of that.

Ahead of us we saw the high green carryall coming from El Higo direction and turning in for Riomar. We swung in behind it. It would be cool and pleasant at Riomar and we would talk about the schools and our plans and be glad for the progress we had made.

Book Reviews

Men I Hold Great by Francois Mauriac; Published by Philosophical Library, New York 1951.

The author's ability to communicate with his readers depends always upon their shared intellectual and emotional equipment. This group of critical essays demands a fund of information about French and English authors, beginning with Pascal (1623-1662) of seventeenth century up to Andre Gide (1869-1951) of the twentieth. Perhaps the very best preparation for the reading of this book would be a reading or rereading of Mauriac's *Blaise Pascal: Living Thoughts of Pascal* written in 1940. The first essay, *Pascal*, states again the author's profound admiration for this great Catholic philosopher. All the other authors in this volume are to be compared with him. For example he begins his essay on "Moliere the Magic" by saying "Moliere, the sharpe-tongued, the depressed, the profound Moliere takes up Pascal's challenge. He dares to bet against Pascal". The third essay, *Voltaire Versus Pascal*, begins, "After Blaise Pascal's death and even before the manuscript of the *Pensees* was published, although his genius was beyond question, he remained a party man in the eyes of many. Voltaire's eye was needed to discern in the great man of Port-Royal . . . the leader who would soon rally all the forces of French Catholicism. Voltaire, wishing to crush the 'beast' saw very well what lofty head would have to receive the first blow." Thus in spite of spanning three centuries and evaluating such diverse men as Jean Jacques Rousseau and Andre Gide, Mauriac, maintains a kind of unity. He is able to include the English novelist, Graham Greene, in this book because he too stands firmly on the Roman Catholic position and is a severe critic of fallen humanity.

The longest essay, "Gustave Flau-

bert," requires most from the reader. Mauriac evaluates all of Flaubert's major works and weaves in biographical material which he feels necessary for the understanding of all that he wrote. Mauriac, like all critics, seems unable to separate the man, Flaubert, from his writings to a degree not found in other authors. Perhaps Flaubert is to blame when he at one time exclaimed, "Madame Bovary is myself." Mauriac feels that the unusual conditions of Flaubert's life made him the blindest man for everything which did not touch on art and style. Flaubert wrote to one of his friends that his daily task was " . . . to sit myself down to sentences" which explains why Flaubert gives his readers no feeling of "a still warm reality." What man creates is determined by what the man is. A holy life inspired *Divine Comedy* and made Pascal set down on paper thoughts that are warm and living. So it is on the spiritual plane that Flaubert's art fails—the deforming glass through which he looks at man and the world.

It is interesting to note that Mauriac's critics find him poisoned by the bourgeois, the same *bete noir* who he felt had corrupted Flaubert. His *Le Noeud de Viperes* is thought to give an unexampled picture of the Catholic bourgeoisie. Mauriac has become the Catholic writer and from this position he judges his twelve men.

—Hazel Tesh Pfennig
Prof. of English, I.S.T.C.

Dictionary of the Arts by Martin L. Wolf; Philosophical Library, New York, 1951. pp. 797, \$10.00.

One is reminded that there are exceptions to almost everything even the old adage, "Familiarity breeds contempt," after a thorough look at "Dictionary of the Arts, by Martin L. Wolf, with its very stimulating introduction by Eric Partridge, published by Philosophical Library. A handy desk copy should be used regularly by those, who profess sincere appreciation of the arts.

It takes skill and devotion, on the part of Mr. Wolf, to merge such subjects as painting, sculpture, music,

theatre, the dance, literature, architecture, archaeology, mythology, ceramics, costume and applied arts, and to define them so clearly, in such a condensed manner, in this dictionary of facts.

With a cross index, it includes the materials, terms, implements, and technics of the arts. Consideration is also given to lucid explanations of the various schools and movements in all periods of creative developments.

Starting with the ingenious attempts of the cave man, "Dictionary of the Arts" has recorded the changes and results in cultural achievements throughout the world all through the ages.

Thorough and respectful use of this book could soon have laymen, students, teachers and technicians, all speaking the same professional language. Familiarity of this sort promotes understanding and appreciation of the intellectual concentration and development that has stepped up civilization in the different eras of the past.

It would take more time than most readers have to give a critical examination of this encyclopedic content, with its, multiple subjects, in an effort to discover errors, if it has any serious ones. Considering the real need for such a volume and the work involved, it is more logical to accept the expert opinions given in the blurb on the jacket. The summary of those statements reveals: "Dictionary of the Arts" as the key that connects short cuts to a better understanding of the esthetic progress recorded from the beginning to the best that is offered today. The national characteristics of cultural development in each country in contained within its pages.

Everyone, who makes use of a personally owned copy will see more, enjoy more, and understand more, from an intellectual view point, the world's spiritual and cultural values. It stimulates a desire to contact the people of the earth, who have built such empires of creative arts.

Whenever peace with real freedom comes to the world, the information collected in this book can guide us

to many places of interest in many remote lands. It is not too much to expect that our own country will offer much to far away peoples in the way of fine arts. It is to be hoped that they, too, may have access to this dictionary translated in their own languages.

Familiarity of this sort keeps us fascinated with the world in which we live and gives us common grounds of understanding.

The language of the arts, as it appears in this compilation cannot be oversold. Familiarity with it is something that will benefit all of us and we should make the most of it.

—Elmer J. Porter

Acting Head, Art. Dept., I.S.T.C.

Logic for Living. By Jane Ross Hammer. New York, N. Y., The Philosophical Library, 1951, pp. 281 xiii. \$3.75.

This book, sub-titled "Dialogues from the Classroom of Henry Horace Williams," is based on stenographic notes of classroom lectures and discussions during 1921-1922. It is written in dialogue form to convey the teaching methods used so successfully by the University of North Carolina's "Hegel of the cottonpatch" in the dialectic development of ideas, in presenting non-symbolic logic, and in developing students.

It is a refreshing experience to follow Professor Williams in his lectures and classroom discussions—to find that he keeps his thinking "relevant to concrete objects and situations," that he avoids intellectual gymnastics on opaque verbiage, and that he does not indulge in philosophical circumlocution.

Throughout lectures and discussions on "Nature", "Quality", "Law", "the Individual", "Relation", "Institution", "God", "Spirit", "Religion", "Truth", etc., one is aware that here is a nascent and incisive mind weaving from whole to part and back to whole. Here is an intellectual devil's

advocate who confuses his students at the end of a class session knowing full well that they will be chewing and arguing their confusions until the next session. Then he aids them in arriving at a solution only to repeat the process. Obviously, there never was a dull moment in "the old man's" classes. Williams was a teacher who ordered his own thoughts first, spiced them with an earthy realism, avoided authoritative catechizing, and goaded his students into thinking. "Sometimes, in order to wake up an individual and get his mind going, it is necessary to confuse him. (It may be necessary) to rub noses in the sand". (p. 58).

Professor Williams held that there were two types of teachers—freight conductors and gardeners. He was a master-gardener! As gardener and thought provoker he was at his best in illustrating philosophical points in obiter dicta. Thus—

"The non-liberal requires formal unity and will allow no recognition of any fundamental differences. That is why in a war all thinkers are put in a penitentiary." (p. 267).

"Helping a man to gain insight into his problem is a different process from controlling him by imposing your will or the forms of society upon him. The first is an educational process based on the principle of freedom and self-government; the second is based upon the static philosophy in which form is authoritative." (p. 231).

"Life is a process. I have been working twelve years to put this idea into the heads of the faculty, but they think we ought to leave well enough alone." (p. 80).

"We professors try to have an artificial channel through a book, but of course that is a canned goods approach." (p. 204).

Our present day mass society is a canned goods society. A high premium is placed on the proper answer bearing the label of the correct auth-

ority. The smooth-sayer and the expert will provide the answer if one does not know. To possess the right answers and to quote the right answers and to quote the right authorities not only is demanded but also pays off in the market place.

To be puzzled, to be confused, or to ask the right questions is superficial, a sign of intellectual inferiority. To educate by confusing, by raising puzzling questions, and by working out tentative answers is to create a non-docile followership. This is heresy in an age that demands leaders who know the answers. If the followers ask too many questions, the authority, the expert, and the "leader" are affronted for the horse is before the cart. Hemlock is in order.

One can agree with Frank P. Graham—*Logic for Living* is "a timely publication in its emphasis on the significance of the individual in a day of pressure groups and mass power". The book and the teaching methods it presents have a place in general education.

Logic for Living should be read and reread by all "freight conductors" and "gardeners" for it presents one antidote for *Nineteen Eighty-four*.

—Clarence A. Kraft

Asst. Prof. of Soc. Studies, I.S.T.C.

Elder - - -

(Continued from page 58)
develop the individuals of which it is composed?

Conclusions

To conclude this discussion it seems fitting to resort to a series of questions. Who comes to college? Who ought to come to college? Who ought not to come to college? How may we keep away those who ought not come? How may we induce those to come who ought to come? What shall the college do for those who come?

New Evening And Saturday Classes

Starting March 31

ART

No.	DESCRIPTION	DAY	HOUR
131	Arts and Crafts for Occupational Therapy	Sat.	1:00 P.M.

COMMERCE

331-332	Business Law	Tues.	6:00—10:00
337	Principles of Advertising	Thurs.	6:00—10:00
203-301-401	Advanced Accounting	Thurs.	6:00—10:00
450-550	Credits and Collections	Tues.	6:00—10:00
490-590	Prin. and Prob. of Bus. Educ.	Tues.	6:00—10:00
530	Organ., Admin. & Superv. of Bus. Ed.	Wed.	6:00—10:00

EDUCATION

501	Research in Education	Thurs.	6:30
403-503	Historical Foundations of Mod. Ed.	Tues.	6:30
406-506	Books for the Elem. School	Sat.	8:30 A.M.
419-519	Techniques of Counselling	Wed.	6:30
442-542	Motion Pictures in Educ.	Mon.	6:30

ENGLISH

142	Intro. to Literature	Sat.	8:30 A.M.
301	Book Reviewing (2 qr. hrs.)	Mon.	6:30
318	Magazine Writing	Wed.	6:30

HOME ECONOMICS

212	Costume Design	Mon.	6:00—9:20
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INDUSTRIAL ARTS

480	Industrial and Voc. Psychology	Thurs.	6:30—9:30
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All 500 courses are applicable on graduate work.

MATHEMATICS

101	General Mathematics	MW	6:30—8:20
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PHILOSOPHY

411-511	Great Books Discussion Group	Thurs.	6:30
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PHYSICAL EDUCATION (MEN)

453-553	Community Recreation	Mon.	6:30
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SOCIAL STUDIES

416-516	History of the Far East	Wed.	6:30
451-551	Economic Systems	Sat.	8:30 A.M.
464-564	Group Work and Case Work	Tues.	6:30

SPECIAL EDUCATION

450-550	Education of Exceptional Children	Sat.	8:30 A.M.
470-570	Diagnostic and Remedial Reading	T-Th.	6:30

SPEECH

261	Discussion Forms and Program Planning	Mon.	6:30
317	Intro. to Radio Broadcasting	Sat.	8:30 A.M.
381	Play Production	Thurs.	6:30
481-581	Advanced Play Production	Thurs.	6:30

SUPERVISED TEACHING

557	Prin. & Tech. of Superv. Student Tchg.	Daily	4:00—6:00
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All 500 courses are applicable on graduate work.

Check These Coming Events

March

- 3—4 Indiana National Association of Intercollegiate Basketball Playoffs
- 7 High School Senior Music Guest Day
- 9 Indiana State Teachers College Band Concert
- 10 Wabash Valley Civic Symphony and Indianapolis Symphony Orchestra Concert
- 15 Spring Quarter Programs Due
- 31 Registration for Spring Quarter Classes

April

- 2 Indiana State Teachers College Choir Concert
- 18—19 Indiana School Librarians Conference
- 19 Indiana Secondary School Principals Association Annual Meeting
- 24—26 Business Education Clinic
- 27 Indiana State Teachers College Spring Orchestra Concert

at

INDIANA STATE TEACHERS COLLEGE

Announcing . . .

REVISED 1952 SUMMER TERMS CALENDAR

● FIRST SUMMER TERM

June 18 - July 22 (5 weeks)

● SECOND SUMMER TERM

July 23 - August 26 (5 weeks)

ATTEND THESE SUMMER WORKSHOPS-----

- Workshop in Elementary Art Education (1st & 2nd weeks of first Summer Term)
- Workshop in Elementary Education (3rd & 4th weeks of first Summer Term)
- Band Clinic Workshop—June 19 - July 2.
- High School Choral Clinic Workshop—June 25 - 28.
- Elementary Music Clinic Workshop—July 7 - 19.
- String Clinic Workshop—July 7 - 19.
- Two Radio Workshops—June 18 - July 22.
- English Workshop—July 23 - August 26.

OTHER SESSIONS DESIGNED FOR YOUR CONVENIENCE-----

- Mid-Spring Session—May 19 - June 15 (intensive four weeks courses)
- Pre-Summer Short Term—June 2 - 17.

SPRING QUARTER—Saturday and Evening Classes
Term Starts March 31 continues to June 15.

FOR FURTHER INFORMATION WRITE TO HARRY E. ELDER, Registrar,

at

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